

## WEBINAR REPORT

DATE : 08<sup>TH</sup> JUNE, 2021 [04:00 to 05:00pm]  
THEME : ADAPTING INCLUSIVE PRACTICES IN CLASSROOM  
RESOURCE PERSON : Ms HARPREET KAUR  
ORGANIZED BY : CBSE TRAINING UNIT  
ATTENDED BY : NAYYER A KHAN

“Adapting Inclusive Practices in Classroom” was the theme of today’s webinar, organized by CBSE Training Unit. Session begins with interactive session when CBSE resource person asked the meaning of the word ‘Inclusion’ followed by the introduction of the topic on the basis of the answers received.

Following points were discussed in detail:

### CREATING AN INCLUSIVE COMMUNITY:

- **Promoting Membership:** refers to a child’s right to belong and to have access to the same opportunities and experiences as other children.
- **Facilitating Friendships:** Strategies that promote friendships like activities, class meetings etc.
- **Collaboration:** Strategies providing designated time to teachers for co-planning and reflection.

### TEACHING STRATEGIES IN AN INCLUSIVE CLASSROOM:

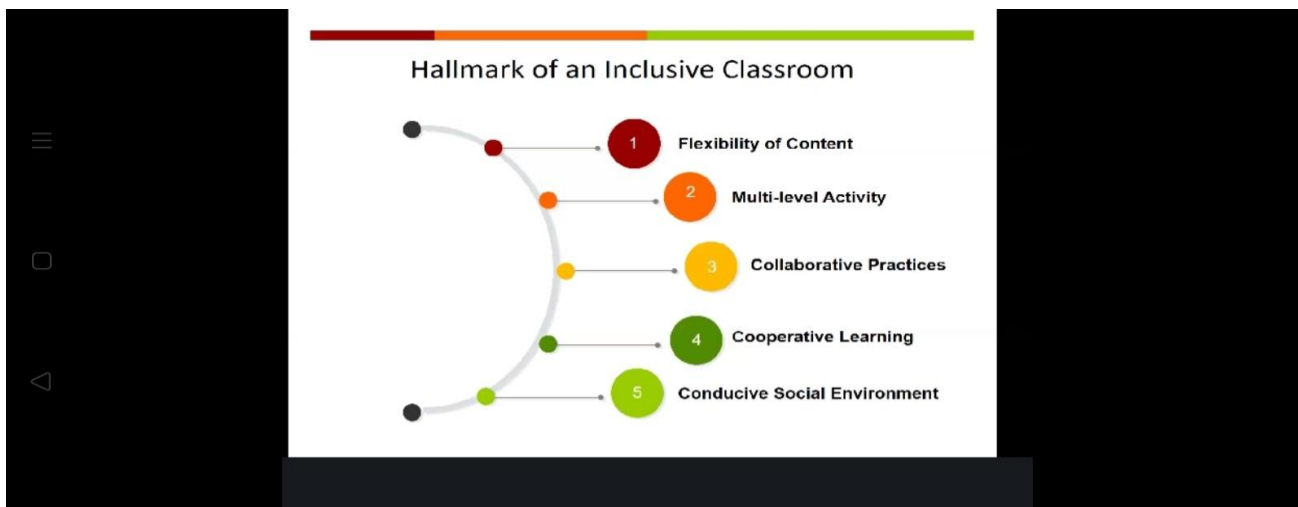
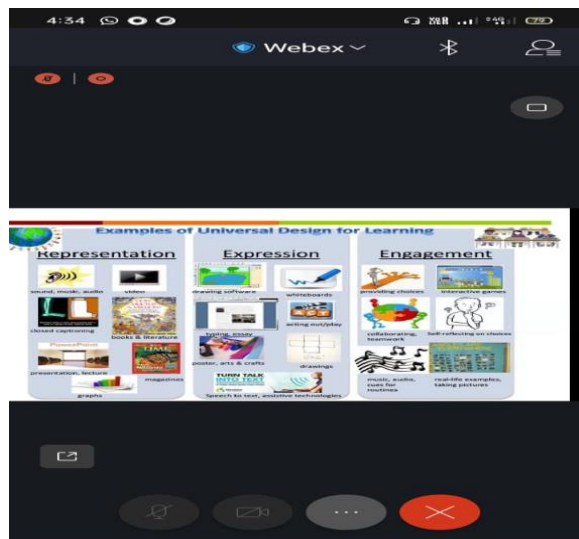
- **Differentiated Instruction:** Refers to the need to tailor teaching environment and practice to create appropriately different learning experiences for different students. It includes
  - a) Learning Environment.
  - b) Content
  - c) Process
  - d) Products or output
- **Universal design of learning:** Engagement, Representation and Action and Expression.
- **Collaborative practices**

### Planning for Differentiated Classrooms

- ❖ Individualize Learning Goals
  - i. Simplify
  - ii. Supplement
  - iii. Support/ Alternate goals
- ❖ Individualize Teaching Methods
  - i. Instructional arrangement
  - ii. Students access content
  - iii. Participate
  - iv. Demonstrate Learning
- ❖ Individualize Personal Support
  - i. Paraprofessionals
  - ii. Assistant teachers
  - iii. Peer support

Ms Harpreet Kaur also covered at stretch about the difference between Accommodations and Modifications with many relevant examples. She also highlighted particularly on the Accommodations in classroom setting which includes exemption or relaxation in homework, use of worksheets, multimedia and computers, Separate seating arrangements and modified question paper and so on.

Wonderful and informative session it was and enriches our knowledge to explore various means to make our teaching learners-centric by adapting varied inclusive practices in classroom that we have learnt today.



**Report submitted by  
NAYYER A KHAN**